DOCUMENT RESUME

ED 123 316 UD 016 031

AUTHOR Nelsen, Edward A.; Uhl, Norman P.
TITLE The Influence of Racial Composition of Desegregated Secondary Schools Upon Black Students' Perceptions of the School Climates.
PUB DATE Apr 76
NOTE 21p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 19-23, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Classroom Environment; College Freshmen; Discipline Problems; Educational Environment; Environmental Influences; *Negro Students; Racial Balance; *Racial Composition; Racial Distribution; Racial Factors; Racial Integration; *Racially Balanced Schools; *Role Perception; School Environment; *School Integration; Secondary Schools; Sex Differences; Student Problems
IDENTIFIERS *North Carolina (Durham)

ABSTRACT

A questionnaire describing 87 environmental characteristics of schools is administered to entering freshmen at a predominantly black university to study the relationships of racial composition to various dimensions of school environment and social climate. Both racial and nonracial aspects of school environments are examined. Correlation of the student responses with a racial composition index generally reveals perceptions of predominantly white schools. Results indicate that black student of both sexes who attend predominantly white schools are more likely to report better care for their school buildings, more clubs and extracurricular activities, and more interracial friendships and interracial dating. These students also seem to be excluded from the extracurricular activities and programs in the school. There are certain areas in which the racial composition of desegregated schools seems to differentially affect males and females. For example, to comprise a relatively small minority within a predominantly white school seems to present certain problems for black females that it does not present for the black male. The results of the study lend scientific support to efforts to maintain minimal levels of proportional racial balance within schools. It also raises issues and questions concerning the sex-role and social adjustment of black female in the predominantly white school. (Author/AM)

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THE INFLUENCE OF RACIAL COMPOSITION OF DESEGREGATED SECONDARY SCHOOLS UPON BLACK STUDENTS' PERCEPTIONS OF THE SCHOOL CLIMATES

EDWARD A. NELSEN
Arizona State University

and

NORMAN P. UHL
North Carolina Central University

A recent study of black students' perceptions of the social environments of segregated and desegregated secondary schools (Nelsen & Uhl, 1973) revealed that black students--particularly black females--viewed the social environments of desegregated schools in a generally negative manner. A subsequent study (Nelsen, 1974) attempted to determine which characteristics of desegregated schools were sources of greatest dissatisfaction and/or negative evaluations from the point of view of black students. Among the more serious problem areas perceived by black students in desegregated schools were (a) limited participation of black students in extracurricular, social, and other activities, and (b) discriminatory attitudes and practices of teachers and administrators, especially with regard to discipline. Further research clarifying factors underlying these problems is urgently needed.

The aforementioned studies, like many other studies on desegregated schools, have researched desegregated schools as a general category, without regard to wide variations in the racial composition of the schools. There are, however, a number of reasons to expect that variations in racial composition of desegregated schools will have a fundamental bearing upon minority students' experiences in, perceptions of, and attitudes toward their schools. First, ethnicity is a conspicuous and fundamental basis for the formation of informal peer groups and student subcultures. Ethnically shared beliefs, norms, and values and long-standing friendships within racially segregated neighborhoods provide a firm basis for the composition of ethnically differentiated subcultures in desegregated schools. Second, the relative size of various ethnically distinct student groups will bear upon the complexity, prestige, influence, and power of the group within the school. For example, a proportionately large black student subculture may be further subdivided into interest groups. Moreover, a larger subculture may facilitate access to school leadership positions, academic and social honors, and other advantages for black students. Such facilitation may come through majority votes in electing class and club officers, through direct support and advice from peers, and/or through greater visibility vis a vis school teachers and administrators. On the other hand, an ethnic subculture comprised of only a handful of minority students generally has less power, fewer resources, and fewer options with regard to intra-group relationships.

Thus, it might be expected that proportionate ethnic composition within schools would relate positively to students' perceptions and evaluations of the schools in general. For example, an ethnic group comprising

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a substantive majority within their school would be expected to perceive their schools in a relatively positive light, in comparison with students comprising a small minority. Ethnic composition might be expected to be most significant in relation to students' feelings about participation in student-controlled activities, although the ethnic composition would conceivably relate to a variety of student attitudes, such as general morale, relationships with teachers, attitudes toward the curriculum, and perceptions of racial prejudice.

Accordingly, the present study was designed to examine the relationship of racial composition to various dimensions of school environment and social climate, as perceived and described by black students. The environmental factors considered included: general and administrative characteristics of the schools, educational programs and practices, teacher roles and status, teacher-student relationships, and student characteristics and interpersonal relationships among students. Both racial and non-racial aspects of school environments were examined.

Method

The Research Instrument

A revised version of the High School Environment and Human Relations Inventory (HSEHRI) (Nelsen & Uhl, 1973) was developed for the study. This revised instrument, designated in this study simply as the High School Questionnaire (HSQ), consisted of two parts. Part I derived demographic data from the respondents (e.g., sex, race, name and location of high school, year of graduation, etc.) and information regarding the year of desegregation and racial composition of the school. Part II consisted of 87 statements pertaining to schools. These statements are presented along with the statistical data in the Results section. Students were instructed to indicate the extent to which each statement describes the high school from which they graduated, i.e., agree, partly agree, partly disagree, disagree, or don't know.

Administration of the HSQ and Selection of The Sample

The HSQ was scheduled for administration to the entire class of 854 entering freshmen at North Carolina Central University, a predominantly black institution located in Durham, North Carolina. The questionnaire was administered to large groups of students by black faculty members of the institution during orientation week in the Fall of 1972. The students were asked to report retrospectively concerning characteristics of the high schools from which they had graduated the previous spring (i.e., 1972). After omitting cases of students who did not report to the testing site, who did not complete the questionnaire properly, who were non-black, and who had graduated from high school prior to the immediately preceding spring, usable questionnaires were obtained from 680 students. However,

not all of these students were included in the study, for reasons explained below.

The study was designed to examine the racial composition and subcultural perceptions of environmental characteristics of desegregated schools. Therefore, questionnaires from students who graduated from all-black schools were omitted from the sample. Moreover, since the study focused upon school environments, individual differences were not of interest in this study. Therefore, cases in which only one male or female from a given school had completed the questionnaire were deleted. Item means and standard deviations were computed (separately by sex) for the remaining sample, i.e., whenever two or more black students of the same sex from a given school had completed the questionnaire. In other words, on each item all responses were pooled to yield mean scores for males and/or females within each school. Likewise, a racial composition index was computed on the basis of the pooled reports of students to measure the percent of black students in their school. This index reflected students' reports of the percentage of black students in the school. The data were grouped and analyzed separately by sex because a previous study (Nelsen & Uhl, 1973) revealed substantial sex differences in perceptions of school environments.

The item standard deviations for each school-sex group were used to assess the extent of agreement among the student-reporters within each school. If there were only two or three student reporters, and if they disagreed widely with one another on a substantial proportion of the items, the school was excluded from the sample on the presumption that the item means were relatively unreliable. Specifically, if the standard deviations for a given group were greater than 1.0 for more than 50% of the items, the entire school-sex group was deleted from the sample. However, several cases were retained even though slightly more than 50% of the standard deviations were greater than 1.0, because in these schools the N for the within school-sex group was greater than 5. Presumably, the means for these schools were about as reliable as those from schools with Ns of 2 or 3, because the means become more reliable as the groups become larger.

On the basis of these procedures, item means were retained for 45 schools based on 123 questionnaires completed by males; and for 85 schools based on 295 questionnaires completed by females. The racial composition of the schools and data describing the student-raters are presented in Table 1.

Experimental Design and Data Analysis

The sampling and design procedures employed in the study were based upon practical and methodological considerations related to the objectives of the study. The study primarily concerned relationships of racial composition of schools with black male and female students' perceptions of social environments of their schools. The study was not designed to compare directly the perceptions of males and females of the same school environments. Such a design would require that the samples of schools

for males and females be identical. Nevertheless, there is reason to believe both samples reflect approximately the same population of schools, i.e., schools representative of desegregated schools in the region encompassed by the study. Actually 20 of the schools were common to both the male and female samples.

Other characteristics of the sample should be kept in mind when interpreting the data. First, all but four of the schools in the male sample and all but six in the female sample were from within North Carolina. The remaining schools were from states immediately surrounding North Carolina. Thus, the sample of schools is limited geographically to the southeastern United States, and there is no sampling basis for generalizing the results to other regions.

Second, the sample is limited in the sense that it represents only college students; indeed, students who chose a particular predominantly black university. These students might hold a different perspective on their school environments than non-college oriented students or students who chose to attend predominantly white colleges.

In considering the significance of such sampling biases as a limitation upon the generalizability of the findings, it should be kept in mind that the study was not designed to serve the purposes of an opinion survey or poll. The study was designed to examine the relationships of racial composition with students' perceptions of the social environments of the schools. Accordingly, even if there exists a sampling bias based on the "college-boundness" of students, this bias is uniform throughout the sample. In other words, a response bias unique to "college-bound" students from predominantly white high schools is probably about the same as that of "college-bound" students from predominantly black high schools. Thus, even if a "college-boundness" bias did exist (e.g., generally more positive perceptions for college-bound students), the magnitude or direction of the correlations would not be increased or decreased as a result of that bias. On the other hand, the item correlations would be affected if the "college-boundness" bias differed systematically according to racial composition of the school. In other words, the results of this study may be generalizable to samples of non-college-bound students unless a Racial-composition X College-boundness Bias were operative on some items. Unfortunately, the data do not provide a basis for determining the extent of a college-boundness bias (if any), and/or whether such a bias interacts with the racial composition variable. Research on this methodological issue is needed to evaluate the significance of sampling biases in studies such as this.

In considering sampling problems of research relating to school desegregation, it should also be noted that direct surveys on desegregation issues, even within a broad sample of schools, would be likely to involve a significant sampling bias, since some school administrators would presumably refuse to grant permission to collect data, that is, if they did not want certain schools to be surveyed. Thus, despite the possible bias in the sample within this study, this sampling procedure seems defensible in

light of the probable deficiencies with other methods. Of course, the reader should keep in mind the limitations of the sampling procedures and the need for further research before generalizing the findings to other populations of students and other geographical regions.

Results and Discussion

Product moment correlations were computed, separately for the sexes, between the racial composition index and each school's mean ratings on the 87 environmental characteristics. Thus, schools, rather than individuals, comprised the units for analysis of the data. The correlations are presented in Table 2. In reading the table, it may be helpful to keep in mind that a positive correlation indicated greater agreement by students in schools with a lower percentage of black students, and a negative correlation indicated greater disagreement by students from these schools.

Among the 87 school climate items which were correlated with the racial composition index (percentage of black students in the school), 23 correlations were statistically significant for males and 36 for females (two-tailed tests). For males, 6 of the 23 significant correlations reflected positive views of predominantly white schools and 17 reflected negative views. For females, only 4 correlations reflected positive views of predominantly white schools and 32 reflected negative views. It is also noteworthy that among the 87 items, there were 45 which did not yield statistically significant correlations with the racial composition index for either sex. These non-significant items are related to a variety of school characteristics in the areas of school esprit, discipline, human relations programs, instructional and noninstructional programs, teacher morale, student-teacher relationships, academic motivation, and student conformity. The discussion below delineates in narrative form the nature of relationships among the racial composition measure and the student perceptions of the environmental characteristics.

In some general respects, the relationships of racial composition to student views were similar for males and females: black students from predominantly white schools reported a number of negative qualities and a few positive qualities regarding their school environments. In other respects, females seemed to view the social environments of predominantly white schools negatively when males did not, although males from predominantly white schools did report some negative qualities to a greater extent, while females from these schools did not. It is also important to note that there were some aspects of the school environments <u>not</u> substantially related to the racial composition of the schools.

First, with respect to general school esprit and satisfaction, racial composition was apparently unrelated to students' feelings of loyalty toward the school or to reports that the school had lots of problems. However, both males and females from predominantly white schools more often reported the school was well taken care of.

The general restrictiveness and strictness of the school appeared to be unrelated to the racial composition index for either sex. In other words, neither predominantly white nor predominantly black schools had more rules, or more student participation in forming regulations. Moreover, racial composition was generally uncorrelated with racially directed prohibitions, e.g., against Afro hairstyles, clothing, etc., and with prominence of "white" racial symbols such as the Confederate Flag. Racial composition was also unrelated with perceptions of the degree of general racial tolerance and with racial separateness in student seating in classrooms. On the other hand, the black students of both sexes from predominantly white schools were more likely to report inequities in disciplinary practices. Generally, the black students felt that students of their race were punished more severely and that rules were enforced more strictly for black students. Females from predominantly white schools also reported that race was a factor in athletics.

Racial composition was generally unrelated to perceptions that teachers, administrators, and programs in the school were committed to better human relations. An exception was a slight tendency for black females from predominantly white schools to disagree that administrators did their best to bring about racial understanding and harmony.

The percentage of black students was, in most respects, uncorrelated with the students' views concerning instructional programs and practices, i.e., extent of failing grades, use of new teaching methods, ability grouping, adequacy of vocational courses, helpfulness of guidance counselors, extent of encouragement and preparation for college attendance, helpfulness in career preparation, and adequacy of preparation for real life problems. There was a slight tendency for the females from predominantly white schools to disagree that teachers explained material so that it was clear to most students. On the other hand, black students of both sexes from predominantly white schools reported the existence of a greater variety of extracurricular activities.

However, the students from predominantly white schools were much more likely than students in predominantly black schools to report that they were not adequately involved in extracurricular activities. Both males and females, when they had been a racial minority within their schools, indicated that black students did not participate in many activities, that black students were sometimes not welcome to participate, and that sometimes they did not make an effort to participate. They also indicated that black students were under-represented and outvoted in activities because of the school's racial unbalance. Accordingly, it is not surprising that these same students indicated they did not feel they were part of the school and, therefore, did not feel any loyalty to the school.

Black females from predominantly white schools were slightly more likely to report that the school did not do enough to encourage black students to go on to college and that there were almost no portraits of black persons displayed in appropriate areas. Males from predominantly white

schools more often reported that there were not enough courses which were of special interest to black students and which informed white students about the black experience in America. On the other hand, racial composition was uncorrelated with the presence of black students on the cheerleading squad. Actually, almost all of the schools did have black cheerleaders, according to the reports of the students. Racial composition was also essentially unrelated to students' perceptions that the courses in the schools were relevant to the needs of black people and that bulletin boards reflected various racial viewpoints.

Morale and status of teachers in general, as perceived by the students, were unrelated to the racial character of the school. However, students from predominantly white schools were much more likely to report that few (if any) black persons were given administrative positions and responsibilities. Females from these schools also reported that there were no black counselors at the school.

Males' perceptions of student-teacher relationships were uncorrelated with racial composition. However, on 6 of the 12 items concerning student-teacher relationships, females from predominantly white schools reported poorer relationships. These females more often reported that teachers were prejudiced, that there were instances of racial discrimination, that white teachers were sometimes easier on black students, that black teachers were sometimes easier on white students, that some teachers favored white students, and they tended to disagree that most students at the school respected the teachers.

Males from the predominantly white schools tended to agree that most students at the school will go on to college. However, for both sexes racial composition was unrelated to perceptions of student attitudes toward and competition for grades.

The pattern of correlations of racial composition with student ratings of interpersonal relationships among peers differed markedly for the male and female samples. On only two items were the correlations statistically significant and in the same direction: both males and females from predominantly white schools tended to agree that most students had friends of a race different from their own and that there was some interracial dating at the school.

On the other hand, males, but not females, from predominantly white schools more often <u>disagreed</u> that everyone was included in the social life at the school and that interracial dating was frowned upon by school authorities and parents.

In contrast, females, but not males, from predominantly white schools <u>disagreed</u> that most students got along pretty well with one another. These females also agreed that the social life for black females was not very good; that the social life for black males was not very good; that most students tended to group themselves along racial lines; that both black and white students, when in groups, were less friendly with one another than on

an individual basis; and that some parents of students in the school instilled prejudicial attitudes into their children. Moreover, while males from predominantly white schools disagreed that interracial dating was frowned upon, females from predominantly white schools more often agreed with the statement.

It is interesting to note that black females from predominantly white schools reported not only that their own social life was not very good, but also that the social life for males of their race was not very good. However, black males from these schools were contrary to this pattern; i.e., for males the correlation of racial composition with perceptions of the adequacy of black males' social life was in the opposite direction, though not statistically significant.

Sex differences were also noteworthy in the correlations relating to certain perceptions of student conflict and conformity. Racial composition was unrelated to the extent of student perceptions of respect for rules and regulations, the extent of conformity among students, and frequency of disruptions in the halls between classes. However, black males, but not females, from predominantly white schools more frequently reported disruptive demonstrations, outbreaks of racial conflicts, rowdiness on school buses, and fighting at athletic events. Females, as well as males, from predominantly white schools reported more harassment, vandalism, and fighting at athletic events, but the correlation with racial composition was higher for males than for females.

In summary, the results suggest that black students of both sexes who attended predominantly white schools were more likely to report better care for their school buildings, more clubs and extracurricular activities, more interracial friendships and interracial dating. On the other hand, both males and females from predominantly white schools seemed to be excluded from the extracurricular activities and programs in the school. Several factors seemed to influence their non-participation. First, they did not feel they were welcome to participate. Second, they themselves felt reluctant to participate and may not have made sufficient effort to participate. And third, when they did participate, they often found themselves outnumbered and outvoted on matters with which they were concerned.

A second general area in which the black students revealed generally negative perceptions and feelings concerned the fairness of discipline in predominantly white schools. Particularly females, but males as well, indicated that discipline and punishment were not administered with the same fairness and effectiveness for majority and minority students. Black females from predominantly white schools seemed especially sensitive to racial prejudice, favoritism, and discrimination, and/or laxness among teachers.

In fact, the females from predominantly white schools were generally more likely to perceive discrimination on the part of students, as well as teachers, than were the females from predominantly black schools. Relationships of these perceptions with school racial composition were much less general and weaker for males than for females.

In considering the significance of these different patterns for males and females, it is important to recognize that these findings do not reflect general differences between males and females in desegregated schools. Direct comparisons of the sexes were not of prime interest in this study, and the design was not optimal for such comparisons, since the samples of male and female respondents were not drawn from identical schools. Of more direct interest in this study are comparisons of the sexes with respect to the patterns of correlations among racial composition and the perceptions. There are certain areas in which the racial composition of desegregated schools seems to differentially affect males and females. For example, to comprise a relatively small minority within a predominantly white school seems to present certain problems for black females that it does not present for the black male. Females in the minority status seemed to feel discriminated against by teachers and peers. There were, of course, certain other areas in which the more predominantly white schools seemed to adversely affect both males and females, i.e., particularly with respect to participation in school activities, but the sex differences seem particularly striking and hitherto not recognized sufficiently.

There are a number of possible reasons to explain why black females are more likely than males to perceive racial discrimination when they are substantially in the minority. Perhaps they are actually discriminated against to a greater degree. Perhaps they are in some way more sensitive to subtle signs of discrimination and rejection from peers and teachers. Perhaps males have developed more aggressive and assertive means for coping with interpersonal problems associated with desegregation. Unfortunately, the data in this study do not provide sufficient basis for an adequate explanation. Further research will be necessary to resolve these issues.

In conclusion, the results of the study focus attention upon certain aspects of the social environments of predominantly white, racially imbalanced schools that are likely to adversely affect minority students' morale and attitudes toward their schools. In general, educators should recognize that a small segment of a school composed of relatively few minority students may feel the environment is, at best, unsympathetic to their needs, and, at worst, hostile and discriminatory. The study implies that when such racial imbalance within a school is extreme, special sensitivities and efforts are required on the part of administrators, teachers, and majority students to compensate for the lack of environmental supports for minority students. Moreover, the results of the study lend scientific support to efforts to maintain minimal levels of proportional racial balance within schools. The study also raises a number of issues and questions concerning the need for further research on sex-role and social adjustment of the black female in the predominantly white school.

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TABLE 1

RACIAL COMPOSITION OF SCHOOLS AND DESCRIPTION OF

STUDENT-RATERS COMPRISING THE SAMPLE

	Males		Females	
	Mean	S.D.	Mean	S.D.
Characteristics of Schools				
Number of Schools	45		85	
Proportion: Black Students	47.7	21.1	46.0	19.9
White Students	50.1	21.0	52.4	20.3
Other Students	2.1	2.9	1.6	2.7
Proportion: Black Teachers	32.0	22.2	29.7	18.2
White Teachers	66.6	23.1	69.8	18.1
Other Teachers	.4	.7	.3	.8
Years Since Desegregation	4.2	2.3	4.6	1.4
Description of Student-Raters				
Number of Informants	123		295	
Number per School	2.7	1.5	3.5	2.9
Years in Attendance	3.0	.9	3.0	.8

TABLE 2

CORRELATIONS OF RACIAL COMPOSITION INDEX WITH BLACK STUDENTS' RATINGS OF SCHOOL CHARACTERISTICS

(Males, N=45 Schools; Females, N=85 Schools)

Question	Correlation Coefficient Males	Females
A. SCHOOL ESPRIT AND GENERAL SATISFACTION		
1. Students felt true loyalty toward the school.	-.15	-.05
2. The school building was well taken care of.	.29*	.42***
3. The school had lots of problems.	.23	-.04
B. SCHOOL RULES, DISCIPLINE, AND AUTHORITY		
4. The school had many regulations and restrictions concerning student dress and appearance.	.23	.05
5. It was a strict school.	.23	.01
6. The school had lots of rules and regulations.	.25	-.08
7. Students did not get away with a lot at the school.	-.11	.04
8. Students had very little voice in the rules and regulations at the school.	.04	.04
C. RACIAL DISCRIMINATION AND DIFFERENTIATION IN SCHOOL POLICIES AND PRACTICES		
9. All students who broke rules were given the same punishment whether they were black or white.	-.12	-.27*

*significant at .05
**significant at .01
***significant at .001

NOTE: The Racial Composition Index is based upon the percentage of black students in the school. The ratings of the schools are based upon agreement-disagreement with each statement, as follows: Agree = 1; Partly Agree = 2; Partly Disagree = 3; Disagree = 4. Thus a positive correlation indicates greater agreement by students in schools with few black students.

Question	Correlation Coefficient Males	Females
10. Racial tolerance was the rule rather than the exception.	.08	.06
11. Discipline and punishment were not equal for black and white students.	.40**	.21*
12. Race was sometimes a factor in athletics at the school.	.21	.26*
13. White racial symbols, such as playing "Dixie," displaying the Confederate Flag, were common in the school.	.00	.13
14. Black and white students were usually seated in separate parts of the classroom.	-.03	-.06
15. Black racial symbols, such as jargon (slang), soul music, handshakes, Afro hairstyles, etc. were discouraged at the school.	-.17	-.13
16. Black students were prohibited from wearing Afros, dashikis, and other special clothes.	.22	.11
17. Many students of both races felt that school officials disciplined their race more severely than the other for the same offenses, and that discipline generally was not enforced fairly or effectively.	.30*	.40***
D. HUMAN RELATIONS PROGRAMS AND EFFORTS IN THE SCHOOL		
18. The teachers at the school made an effort to bring about racial understanding and harmony.	-.03	-.10
19. The school had programs that were designed to promote mutual understanding among blacks and whites.	.18	-.04
20. The administration at the school did its best to bring about racial understanding and harmony.	-.13	-.26*
21. There was an active human relations organization at the school.	.25	-.03

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
E. INSTRUCTIONAL AND NONINSTRUCTIONAL PROGRAMS AND PRACTICES		
22. The school helped students choose and prepare for a career.	.00	.05
23. Teachers did not give many failing grades.	.01	.06
24. The school tried new methods of teaching.	.21	-.04
25. Guidance counselors at the school were very helpful.	-.11	-.02
26. Teachers explained the material so that it was clear to most students.	.10	-.22*
27. The school had lots of clubs and extra-curricular activities.	.43**	.21*
28. The school did everything possible to encourage most of its students to go on to college.	.04	-.01
29. The school offered adequate vocational courses such as home economics, shop, agriculture, and industrial arts.	-.07	-.05
30. The school grouped students according to ability levels.	.19	.12
31. The school helped students prepare for college.	.16	-.01
32. The school prepared students for real life problems.	.06	.01
F. RELEVANCE OF INSTRUCTIONAL AND NONINSTRUCTIONAL PROGRAMS AND SERVICES TO BLACK STUDENTS		
33. The school offered courses that were relevant to the needs of black people.	-.16	-.14
34. Bulletin boards and other displays at the school reflected various racial viewpoints and ideas.	-.07	-.14

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
35. Black students did not participate enough in clubs and extracurricular activities.	.36*	.54***
36. The school did not do enough to encourage black students to go on to college.	.04	.22*
37. There were almost no pictures and portraits of black persons displayed on bulletin boards or other appropriate display areas.	.24	.22*
38. There were school-sponsored activities in which no black students participated.	.55***	.52***
39. Few black students were elected or appointed to the student council.	.50***	.57***
40. There were no black students on the cheerleading squad.	-.05	.19
41. Black students did not participate enough in school activities and programs.	.42**	.47***
42. Black students were sometimes not welcome to participate in school activities and programs.	.41**	.42***
43. Black students sometimes did not make enough of an effort to participate in school programs and activities.	.43**	.48***
44. Black students were under-represented and outvoted in activities because of the school's racial unbalance.	.79***	.76***
45. There were not enough courses which were of special interest and relevance to black students and which informed white students more fully of the black experience in American life.	.30*	.17
46. Black students did not feel they were part of the school, and therefore they did not feel any loyalty to the school.	.44**	.48***

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
G. TEACHER MORALE AND STATUS		
47. The teachers at the school were dedicated.	.06	-.05
48. Teachers felt true loyalty toward the school.	.04	.21
49. Teachers had a real voice in the planning and governance of the school.	.18	.14
50. Teachers enjoyed working at the school.	-.01	.01
H. ROLES AND STATUS OF BLACK TEACHERS, COUNSELORS, AND ADMINISTRATORS		
51. Some black teachers had been given high status positions at the school.	-.21	-.08
52. Few (if any) black persons were given administrative positions and responsibilities at the school.	.52***	.49***
53. There were no black counselors at the school.	.25	.22*
I. TEACHER-STUDENT RELATIONSHIPS		
54. The teachers at your high school cared about the individual students.	.09	-.12
55. Most of the teachers at the school understood teenagers.	.03	-.09
56. The teachers paid most attention to students who planned to go to college.	.07	-.04
57. Teachers at the school were easier on girls than on boys.	-.12	.13
58. Almost all students at the school respected the teachers.	.07	-.26*
J. RACIAL DISCRIMINATION AND DIFFERENTATION IN TEACHERS' RELATIONS WITH STUDENTS		
59. Some teachers at the school were prejudiced.	.22	.22*

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
60. Caucasian (white) teachers sometimes were easier in their discipline of black students than white students.	.01	.21*
61. Negro (black) teachers sometimes were easier in their discipline of white students than black students.	.25	.25*
62. There have been many instances of racial discrimination on the part of teachers at the school.	.27	.22*
63. Some teachers favored black students.	-.12	.19
64. Some teachers favored white students.	.14	.43***
65. Some teachers were afraid to discipline students who were not of their own race.	-.09	.20
K. ACADEMIC ACHIEVEMENT MOTIVATION OF STUDENTS		
66. There was a lot of competition for grades at the school.	.23	.19
67. Most students at the school cared about grades.	.15	-.05
68. Most of the students now at the school will go on to college.	.31*	-.04
L. INTERPERSONAL RELATIONSHIPS AMONG STUDENTS		
69. Most of the students at the school got along pretty well with one another.	-.21	-.22*
70. Everyone was included in the social life and activities at the school.	-.37*	-.20
71. There was no problem in obtaining dates at the school.	.10	-.10
72. The social life for girls of my race was not very good.	.17	.44***

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
73. The social life for boys of my race was not very good.	-.16	.41***
M. INTERRACIAL PEER GROUP RELATIONSHIPS		
74. Most students at the school had friends of a race different from their own.	.34*	.28*
75. Students at the school associated freely and closely with students of a race different from their own.	.10	.11
76. Most students at the school chose to group themselves along racial lines--black with black, white with white.	-.08	.26*
77. Black students and white students, when in groups, were less friendly to one another than on an individual basis.	.15	.31**
78. Some parents were opposed to integration, and they instilled this opposition in their children.	.04	.40***
79. There was some inter-racial dating at the school.	.46**	.33**
80. Inter-racial dating was frowned upon by school authorities and parents.	-.30*	.40***
N. STUDENT CONFLICT AND CONFORMITY		
81. The students at the school had respect for the rules and regulations.	-.07	-.06
82. Most students at the school were conformists (went along with the crowd).	-.02	.00
83. There was a number of disruptive demonstrations.	.43**	.03
84. There were no outbreaks of racial conflicts among students at the school.	-.30*	-.17

*significant at .05
**significant at .01
***significant at .001

Question	Correlation Coefficient Males	Females
85. There were frequent disruptions in the halls during breaks between classes.	.23	.12
86. Students were too rowdy and fought on school buses.	.37*	.16
87. At athletic events, there were frequent incidents of restroom harassment, parking lot vandalism, and inter-racial fighting, sometimes caused by students and sometimes by non-students.	.38**	.24*

*significant at .05
**significant at .01
***significant at .001

(Abstract)

THE INFLUENCE OF RACIAL COMPOSITION OF DESEGREGATED SECONDARY SCHOOLS UPON BLACK STUDENTS' PERCEPTIONS OF THE SCHOOL CLIMATES*

EDWARD A. NELSEN
Arizona State University

and

NORMAN P. UHL
North Carolina Central University

The study examined relationships of racial composition of desegregated secondary schools to students' perceptions of the school environments and social climates. A questionnaire describing 87 environmental characteristics of schools was administered to entering freshmen at a predominantly black university. A selection procedure yielded data for 123 black males from 45 schools and 295 black females from 85 schools. Correlation of the student responses with a racial composition index revealed generally negative perceptions of predominantly white schools. Black students from schools with relatively few black classmates more frequently described racial discrimination on the part of teachers, especially in regard to disciplinary practices. They also reported a pattern of non-participation of black students in extracurricular activities. Black females from schools in which they were a minority reported unsatisfactory social life and dating opportunities and poorer relationships with their teachers. In general, the black females in predominantly white schools seemed more sensitive to signs of racial discrimination and prejudice on the part of both students and teachers than did black females from predominantly black schools. Black males from predominantly white schools more often reported rowdiness, fighting, and racial conflict than did their counterparts from predominantly black schools.

UD 016 031

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*Presented at the 1976 American Educational Research Association meeting, April 19-23, San Francisco, California.